**Course: 6 CCSS Standard Number(s): 66.EE.4 & 6.EE.36 Days: \_\_\_\_\_\_\_\_\_\_\_**

**Unit # and Title: Unit 1 Writing Equivalent Expressions Block(s)/Period(s): 1 2 3 4 5 6**

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| **Unit Essential Question(s):** | **How can I identify and write equivalent expressions?** | | |
| **Learning Target(s)**  **“I can statements”** | ** I can determine whether two expressions are equivalent by using the same value to evaluate both expressions.**  ** I can use the properties of operations to justify that two expressions are equivalent.**  ** I can apply the properties of operations (especially the distributive property) to generate equivalent expressions.**  ** I can create a visual model to show two expressions are equivalent (algebra tiles).** | | |
| **Essential Vocabulary** | **Equivalent, expression, distributive property, term, distribute, product, commutative, associative, factor** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Properties Drill Powerpoint**  **On Core Book**  **Match up Properties**  **Distributive Property examples**  **(equivalent expressions)** | | **On Core Book** |
| **8 Mathematical Practices:** | | | |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics. | | 5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | |
| **Activating Strategy**  **(Opening Activity)** | **Partners discuss whether the two expressions are equivalent. They must justify their position in their journal. Discuss as a class.**  **4 + 24 4(1 + 6)** | | |
| **Cognitive Teaching Strategies**  **Me/We/Few/You**  **(TIP-Teacher input**  **SAP-Student actively participates**  **GP – Guided Practice**  **IP-Independent Practice)** | **Me: Teacher will review distributive property factoring out way. Teachers will the then introduce distributing factors using variables. ( Examples)**  **We: Teacher will give students examples and non-examples of distributive property. Students will place card under example or non-example (T-chart). Teacher and students will review to see if it’s correct.**  **We & You: Student will complete foldable on properties of operations from On Core 3-5. Teacher will share examples using variables for each to write on foldable as well.**  **Two: In pairs students will match properties with numbers and variables.**  **We: Properties Drill. Students will have 3 cards with each property on them. Teacher will go through PowerPoint and students will hold up what property they think it represents.**  **You: Students will complete sheet on equivalent expressions and properties.**  **Teacher and students will do example 3 and 4 on combining like terms from On Core 3-5.**  **You: Student will complete Task 3.** | | |
| **Summarizing Strategy**  **(Closing Activity)** | **Write two equivalent expressions for each expression.**  **32 + 48 10k -25k** | | |
| **Assessment/Homework** |  | | |
| **Extending/Refining** |  | | |